

# **MENTORING SESSION #1**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“The doors of wisdom are never shut.”

Benjamin Franklin

## **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** The USAF and Chaplain Service Mentoring Program

**Bring to the session:** - AFD 36-34, AF Mentoring Program  
- AFI 36-3401, AF Mentoring

1) Review and discuss the USAF Chaplain Service Mentoring Handbook introduction.

- a. Discuss the Air Force’s current interest in mentoring.
- b. Share successful mentoring experiences.
- c. Discuss attitudes that will improve the mentoring process.

2) Review and discuss AFD 36-34.

- a. What is the most effective way for AF leaders to mentor future AF leaders?
- b. Of the required mentoring areas (i.e. promotion, PME, advanced degree work, physical fitness, personal goals and expectations, professional qualities, next assignment, and long-range plans), which is your most immediate need?

3) Review and discuss AFI 36-3401. “Each individual defines a successful career differently--there are numerous paths to meet individual career and success goals. Foremost, however, individuals must focus on AF institutional needs...and how it meets the security needs of the nation. While there is nothing wrong with lofty goals, mentors must ensure their people realize what high, but achievable, goals are.” What are your career goals?

## **PERSONAL:**

1) Who are the individuals who have had the most profound impact upon your life?

2) Who would you call your spiritual advisor? What is one of the benefits of having a spiritual advisor?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #2**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“To provide Air Force members and their families the opportunity to exercise their constitutional right of freedom of religion.”

Global Ministry Mission Statement

### **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** The mission and structure of the Chaplain Service

**Bring to the session:** - AFPD 52-1, The Chaplain Service  
- AFI 52-101, Planning and Organizing

1) Review and discuss AFPD 52-1. This directive is the basic foundation for explaining the mission of the Chaplain Service. Discussion can include, but is not limited to, the following subjects:

- a. The role of the Chaplain Service in the free exercise of religion; a constitutional right of Air Force personnel and their families.
- b. The functional chain-of-command in the Chaplain Service.
- c. How the Chaplain Service plans, organizes, trains, equips, and sustains chaplains and chaplain assistants to execute global ministry strategies.

2) Review and discuss AFI 52-101. This Air Force instruction ensures the Chaplain Service is structured and organized to meet mission requirements. It addresses a variety of subjects including worship, counseling, confidentiality, advising leadership and job descriptions. Discussion can include, but is not limited to, the following subjects:

- a. Matching religious observances with the needs of the base community.
- b. The unique contributions of pastoral care in comparison to other counseling services, and how these various services can support one another.
- c. The chaplain's role in advising leadership and how to prepare chaplains to be effective advisors.

### **PERSONAL:**

Why did you choose ministry in the Chaplain Service?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #3**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“To effectively support the mission of tomorrow’s Air Force, a clear vision of ministry is imperative today.”  
Chaplain, Major General William J. Dendinger

### **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** The Strategic Plan of the Chaplain Service

**Bring to the session:** - Chaplain Service Strategic Plan  
- Vision 2020

- 1) Review the Strategic Plan and discuss its impact on the Chaplain Service.
- 2) Review the four categories of the Strategic Plan:
  - a. **Ministry** – Discuss how Chaplain Service ministry effectively supports the mission of the Air Force.
  - b. **People** – The Air Force emphasizes the need for responsiveness, innovation, adaptability and agility. Discuss how this impacts religious observances, pastoral care, modeling ethical leadership, and advising leadership.
  - c. **Resources** – Discuss the resources needed to effectively accomplish ministry.
  - d. **Communication** – Discuss communication tools the Chaplain Service has instituted to enhance communication within the Chaplain Service and Air Force community.

### **PERSONAL:**

How can you enhance your communication skills?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #4**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“While we are duly performing the duty of good soldiers, we are not to be inattentive to the highest duties of religion.”  
George Washington

### **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** The role of the chaplain as both clergy person and AF officer

**Bring to the session:** - AFMAN 36-2105 Attachment 38, Chaplain Utilization Field, pp 226-228  
- Military Standards AFD 36-29

1) Review and discuss AFMAN 36-2105, Attachment 38, Chaplain Utilization Field. This summary for the chaplain provides information concerning the duties, responsibilities, and mission of the Chaplain Service. Discussion can include, but is not limited to, the following subjects:

- a. What are the specialty suffixes and how are they used?
- b. What are the differences between the civilian and military roles of the clergy?
- c. Name some community events (e.g. patriotic, civic and religious) in which the chaplains may be asked to represent the military or local base's faith community.

2) Review and discuss military standards (Military Standards AFD 36-29). Discussion can include, but is not limited to, the following subjects: (Additional resource: Air Force Officer's Manual available at most clothing sales.)

- a. What are the characteristics of a good officer?
- b. What are the characteristics of a good spiritual leader?
- c. Compare and contrast the characteristics mentioned above.

3) Discuss the balance between one's role as an Air Force officer and as clergy.

### **PERSONAL:**

- 1) How do you perceive your role as a spiritual leader in the military?
- 2) How does your family understand your role as a spiritual leader and military officer?
- 3) How are you integrating physical conditioning into your weekly schedule?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #5**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“The vision of the Chaplain Service is one that understands the incredible gifts and promise of a free people expressing deeply held spiritual convictions and freely exercising their religious expression.”  
Chaplain, Major General Lorraine K. Potter

### **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** Leadership in ministry: The Concept of Global Ministry (GM)

**Bring to the session:** - Be ready to play the ‘Doing Global Ministry’ video on this CD  
- Global Ministry: Vision 2020 video  
- Access to HQ USAF Chaplain Service web site

- 1) Watch the video on Global Ministry. Discuss major themes.
- 2) Review and discuss the booklet, “Global Ministry: Vision 2020”.
  - a. Discuss how the local chapel staff fulfills the Chaplain Service vision
  - b. Discuss how the staff executes the core competencies and processes.
- 3) Discuss the benefits and challenges of Doing Global Ministry.
- 4) Set aside a training day to have the entire chapel staff view and discuss the “Doing Global Ministry” CD.

### **PERSONAL:**

How do you know when your life is properly prioritized? (e.g. characteristics, signs, habits, etc)

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #6**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“The needs of a human being are sacred.”

Simone Weil

### **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** Leadership in ministry: Doing Global Ministry (assessing spiritual needs)

**Bring to the session:** - Needs Assessment recently accomplished at local base  
- Copy of “Doing Global Ministry” CD sent to every base  
- List of chapel programs and leadership at your base

- 1) Discuss and review a Needs Assessment recently done at your base. Discuss the various needs assessments tools and how they are used here at your base.
- 2) Review the second section of the “Doing Global Ministry” CD, Assessing Needs. It contains both an introduction to the Needs Assessment as well as tools for putting one together at the local base. Discuss how the Needs Assessment is usually compiled and interpreted.
- 3) Discuss the response of the wing chaplain, other chaplains and parish advisory council to the results of the Needs Assessment (short and long range planning).
- 4) Consider appointing the chaplain as project officer for doing a Needs Assessment at your base chapel.
- 5) Discuss the difference between “providing” ministry and “providing for” ministry.

### **PERSONAL:**

Just as an organization has needs to be assessed so do we as individuals. How can assessing your personal needs benefit and/or add stress to your life?

**NEXT SESSION DATE and TIME:**

## **MENTORING SESSION #7**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“In matters of style, swim with the current; in matters of principal, stand like a rock.”  
Thomas Jefferson

### **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** Chaplain Code of Ethics

**Bring to the session:** “The Covenant and Code of Ethics for Chaplains of the Armed Forces,” a project of the National Conference on Ministry to the Armed Forces

1) Review and discuss the following statements from... “The Covenant and Code of Ethics for Chaplains of the Armed Forces”:

- a. “I will seek to provide for pastoral care and ministry to persons of religious bodies other than my own within my area of responsibility with the same investment of myself as I give to members of my own religious body.”
- b. “I will work collegially with chaplains of religious bodies other than my own as together we seek to provide as full a ministry as possible to our people.”
- c. “When conducting services of worship that include persons of other than my religious body, I will draw up on those beliefs, principles, and practices that we have in common.”
- d. “I will maintain a disciplined ministry in such ways as keeping hours of prayer and devotion, endeavoring to maintain wholesome family relationships, and regularly engaging in educational and recreational activities for professional and personal development.”
- e. “I will not proselytize from other religious bodies, but I maintain the right to evangelize those who are non affiliated.”

2) Discuss the importance of keeping in contact with one’s endorser and how this might be accomplished.

### **PERSONAL:**

- 1) What aspects of ministry in the Air Force cause you the greatest joy and the greatest tension?
- 2) How does your endorsing agent support you in your calling as a military chaplain?
- 3) What does your endorsing agent expect of you? How can you meet those expectations?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #8**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“Uncommon leaders – the Air Force has many – navigate toward the right course of action, then follow through. In doing so, they encourage and inspire others.”

Sheila E. Widnall

### **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** Developing leadership skills

**Bring to the session:** Blank Company Grade Officer Performance Feedback Worksheet,  
AF Form 724B

1) Review and discuss a blank Performance Feedback Worksheet. Discussion should include, but is not limited to, the following:

- a. Discuss the six performance measurements required of a company grade officer.
- b. Analyze the fundamental leadership skills expected of an officer.
- c. Discuss the most effective ways to give and receive feedback.

2) Name some leaders you respect. Discuss the characteristics that make them effective leaders.

3) Name and discuss some general characteristics of poor leadership.

4) Discuss the opportunities available to company grade chaplains for leadership (e.g. worship leader, project officer, chaplain advisor, etc). Discuss the value of informal feedback.

### **PERSONAL:**

1) What do you perceive as your professional strengths and weaknesses?

2) How can you best utilize your strengths in the Chaplain Service?

3) How do you plan to strengthen your weaknesses?

***NEXT SESSION DATE and TIME:***



## **MENTORING SESSION #9**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Our lives begin to end the day we become silent about things that matter.”

Martin Luther King, Jr.

### **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** Ethical leadership of a chaplain

**Bring to the session:**

- 1) Name some ways in which chaplains should model ethical leadership in the Air Force.
- 2) Discuss Ch, Brig Gen (Ret) “Doc” Jones’ comment, “One can be a leader and not be ethical, one can be ethical and not be a leader.”
- 3) Select six values that should be included in a chapel staff “code of conduct”. List specific behaviors that demonstrate these values.
- 4) Describe some pitfalls that ministers/chaplains have fallen into (e.g. careerism, pencil whipping, fraternization, computer pornography, etc). Discuss how ministers/chaplains can proactively prevent these pitfalls.
- 5) Describe three common ethical issues that Air Force leaders face. Discuss the chaplain’s role in advising commanders.
- 6) Discuss effective ways to promote healthy morals/ethics.

### **PERSONAL:**

- 1) What are ethical issues you have faced in your ministry?
- 2) What steps are you taking to strengthen your ethical life?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #10**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“[The chaplain] shall be required to report to the colonel commanding the regiment... the moral and religious condition of the regiment and such suggestions as may be conducive to social happiness and moral improvement of the troops.” Federal Statute of  
July 22, 1861

### **PROFESSIONAL:**

**Core area of focus:** Leadership  
**Subject:** Stewardship of the wing commander's religious program  
**Bring to the session:** Wing Commander's Staff Roster

- 1) Share your perception of what the wing commander's greatest challenges are in the wing.
- 2) Share your perception of how the wing commander views the chapel staff and programs in the overall scheme of accomplishing the base/unit mission.
- 3) Review the local chain of command. Discuss the importance of following the chain of command. Discuss general areas of friction that can occur when the chain of command is not used.
- 4) Schedule a time to introduce the chaplain to the wing commander or invite the wing commander to address the staff.
- 5) Discuss the importance of cultivating healthy working relationships with Air Force leaders. Discuss how line officers are trained to be tomorrow's Air Force leaders. Discuss the importance of involvement in the Company Grade Officer Council (e.g. meeting peers who will be tomorrow's leaders).
- 6) Discuss the chaplain's role in advising the commanders.

### **PERSONAL:**

Are you comfortable working within the military's hierarchical system?

***NEXT SESSION DATE and TIME:***

# **MENTORING SESSION #11**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Obedience to the law is demanded as a right, not asked as a favor.”

Theodore Roosevelt

## **PROFESSIONAL:**

**Core area of focus:** Leadership

**Subject:** Legal Issues and the Chaplain

**Bring to the session:** The Military Commander and the Law, the Air Force Judge Advocate General School, Maxwell AFB, AL (<http://milcom.jag.af.mil>)

1) Review and discuss the book, The Military Commander and the Law.

a. Choose several of the following issues and discuss the legal responses to them according to military law referencing the book:

- Sexual Harassment
- Adultery and sexual misconduct
- Homosexual conduct
- Use of government resources
- Protest and dissident activities
- Gift rules
- Unprofessional relationships
- Mental health evaluations

b. Review the various levels of military discipline.

2) Discuss the challenges in ministering to airmen who are under investigation.

## **PERSONAL:**

Under what circumstances do you personally address inappropriate behavior?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #12**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“If I have seen further [than others] it is by standing on the shoulders of giants.”

Isaac Newton

### **PROFESSIONAL:**

**Core area of focus:** Staff Development

**Subject:** The Role of the Chaplain Assistant

**Bring to the session:** - AFMAN 36-2108, Attachment 35, Chaplain Assistant Career Field (5R)  
- The Chaplain Assistant Career Field Education and Training Plan (CFETP)

1) Review and discuss AFMAN 36-2108, Attachment 35, Chaplain Assistant Career Field. This specialty summary for the chaplain assistants provides information concerning duties and responsibilities. Discussion can include, but is not limited to, the following subjects:

- a. Discuss appropriate duties and responsibilities of all chaplain assistants (e.g. administrative support, resource management, use of crisis intervention skills to make referrals when a chaplain is not available, member of a chaplain readiness team, etc)
- b. Discuss inappropriate duties and responsibilities of all chaplain assistants (e.g. performing worship, liturgies and rites, counseling, any duty that conflicts with role of clergy, janitor, etc).
- c. What are the special AFSC qualifications for chaplain assistants?

2) Review and discuss the chaplain assistant CFETP.

a. Discuss how the CFETP provides a roadmap for the entire career of every chaplain assistant.

b. Discuss the importance of proper documentation as a record.

3) Discuss some of the ways a chaplain assistant can assist a chaplain's ministry.

4) Discuss the single manger concept and how it applies to your base.

5) Have the NCOIC brief the staff on the subjects and issues listed above.

### **PERSONAL:**

Are my conversations and actions enhancing the morale and effectiveness of the chaplain assistants on staff?

**NEXT SESSION DATE and TIME:**

## **MENTORING SESSION #13**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Blame-all and Praise-all are two blockheads.”

Ben Franklin

### **PROFESSIONAL:**

**Core area of focus:** Staff Development

**Subject:** Chaplain Assistant Evaluations, Promotion and Recognition

**Bring to the session:** - Blank copy of a Junior Enlisted Performance Report (EPR)  
- Blank copy of a Senior Enlisted Performance Report (EPR)

- 1) Review and discuss a 5-level or 7-level CDC. Describe the enlisted rank system. Discuss the various skill levels and the progression process. (You can obtain a copy of the 5-Level or 7-Level Career Development Courses (CDCs) through your base level OJT Training Manager)
- 2) Explain the total person concept for promotion (i.e. self improvement, performance on the job, and community involvement).
- 3) Discuss enlisted career-field education (e.g. CDCs and in-residence courses).
- 4) Discuss enlisted Professional Military Education (PME) requirements and opportunities (i.e. Airmen Leadership School, NCO and SNCO academy).
- 5) Discuss the various recognition programs for the enlisted at your base. Discuss performance expectations and documentation for recognition, awards and decorations.
- 6) Discuss the Enlisted Evaluation System. The NCOIC should be involved in this discussion. Review and discuss a blank EPR. Discuss the difference between the EPR and the OPR.

### **PERSONAL:**

Examine what qualities and behaviors you want to promote in the development of other individuals.

***NEXT SESSION DATE and TIME:***

# **MENTORING SESSION #14**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“I can give you a six-word formula for success: Think things through – then follow through.”  
Captain Edwin V. Rickenbacker

## **PROFESSIONAL:**

**Core area of focus:** Staff Development

**Subject:** Chaplain Career Field Progression/Professional Military Education (PME)

**Bring to the session:** - AFI 52-102, Professional Development

- Chaplain Officer Career Path Guide

([http://afas.afpc.randolph.af.mil/ofcr-cpguide/new\\_folder/ch5-1.htm](http://afas.afpc.randolph.af.mil/ofcr-cpguide/new_folder/ch5-1.htm))

- Chaplain Career Path Chart

([http://afas.afpc.randolph.af.mil/ofcr-cpguide/images/chaplain\\_5-1.htm](http://afas.afpc.randolph.af.mil/ofcr-cpguide/images/chaplain_5-1.htm))

1) Review and discuss AFI 52-102. Discussion can include, but is not limited to the following:

- a. The various career path development programs highlighted in AFI 52-102.
- b. The selection process for Clinical Pastoral Education (CPE), Squadron Officer School (SOS), Air Force Institute of Technology (AFIT), Air Force Intern Program (AFIP), Intermediate Service School (ISS), and Senior Service School (SSS).

2) Discuss alternative methods of completing PME (i.e. seminar, correspondence, and in-residence).

3) Discuss the intrinsic ways in which PME enhances Chaplain Service core processes (i.e. conducting religious observances, providing pastoral care, modeling ethical leadership, and advising leadership).

4) Review and discuss the Chaplain Career Path Guide and Chart.

a. Discuss the expected career path of a chaplain including ranks, projected time in grade, and what kinds of jobs chaplains can reasonably expect.

b. Discuss what skills and attributes are expected at each rank.

5) Review the promotion pyramid. Discuss the relationship of PME and promotion. Discuss the reality that there are fewer opportunities for promotion as officers climb higher in the promotion pyramid.

## **PERSONAL:**

1) What desires and expectations do I have for my career?

2) What commitment am I willing to make in order to progress in my military career?

3) How am I preparing for life after the Chaplain Service whether I stay in for four or thirty years?

***NEXT SESSION DATE and TIME:***

# **MENTORING SESSION #15**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble.”  
Helen Keller

## **PROFESSIONAL:**

**Core area of focus:** Staff Development

**Subject:** The Officer Evaluation System (OES)

**Bring to the session:** - Officer Evaluation System guide  
- AF Form 707B, Company Grade Officer Performance Report (OPR)  
- AF Form 709, Promotion Recommendation  
- Resources for writing OPRs (e.g. dictionary, thesaurus, OPR Guide, etc)

1) Review the discussion concerning the Performance Feedback Worksheet from Session 7 as the first component of the Officer Evaluation System.

2) The Officer Performance Report (OPR) is the second component of the OES. Review and discuss a blank company grade OPR.

- a. Review the unique requirements for each section.
- b. Discuss the importance of writing high quality OPRs that indicate leadership potential.
- c. Share examples of effective and non-effective writing.
- d. Review and discuss effective resources available for writing OPRs.
- e. Emphasize the importance of maintaining a personal folder that contains letters of appreciation, powerful program statistics, and bullets.

3) The third component of the OES is the Promotion Recommendation Process and Form. Review and discuss a blank Promotion Recommendation Form.

- a. Discuss the importance of including distinguishing bullets (e.g. awards, strong stratification, powerful quotes, quantification of mission impact, etc) in OPRs.
- b. Discuss the promotion board process.

4) Discuss the importance of record's reviews.

## **PERSONAL:**

1) If you were the supervisor, what type of OPR input would you want from your subordinate?

2) How do you see your writing skills impacting the lives of others? How can you enhance your writing skills?

***NEXT SESSION DATE and TIME:***

# **MENTORING SESSION #16**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“Successful people are always looking for opportunities to help others. Unsuccessful people are always asking, ‘What’s in it for me?’”  
Brian Tracy

## **PROFESSIONAL:**

**Core area of focus:** Staff Development

**Subject:** The Air Force Assignment System

**Bring to the session:** Internet access to the Officer Air Force Assignment System through the Air Force Personnel Center website at [www.afpc.randolph.mil](http://www.afpc.randolph.mil).

- 1) All assignments are based, primarily, on the needs of the Air Force and the Chaplain Service. Discuss criteria used to determine assignments (e.g. available openings, faith group, rank, short or long tour, humanitarian needs, and line officer input for wing chaplains, etc).
- 2) Take the chaplain into the Air Force Assignment System (AFAS) on the Air Force Personnel Center website. If they haven’t already done so, have them establish a password. Take them through the process of identifying openings, filling out the Preference Worksheet, etc.
- 3) Discuss how the Preference Worksheet function in the assignment process.
- 4) Discuss the role the wing chaplain has in the assignment system.
- 5) Discuss the role the command chaplain plays in the assignment system.
- 6) Discuss the proper chain of communication pertaining to questions concerning assignment.
- 7) While on the Air Force Personnel Center website access the Assignment Management System (AMS). From there go to the eVector page, where both officers and enlisted (and their supervisors) can view their military briefs via the web.

## **PERSONAL:**

Describe a time you received news that did not fit into your plans. How did you process the change? Were there any unexpected blessings?

**NEXT SESSION DATE and TIME:**



# **MENTORING SESSION #17**

Name of Protégé \_\_\_\_\_  
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Date of Session \_\_\_\_\_

“Writing, when properly managed (as you may be sure I think mine is) is but a different name for conversation.”  
Laurence Sterns

## **PROFESSIONAL:**

**Core area of focus:** Staff Development

**Subject:** Written Communications

**Bring to the session:** - AFH 33-337, The Tongue and Quill  
- Staff Summary Sheet from a previous project  
- Copies of the personal documents (e.g. letters, worship bulletins, inspirational articles, etc)

1) Discuss the importance of well-written communication whether it is a worship bulletin or staff summary sheet.

2) Review and discuss The Tongue and Quill.

- a. Review a Staff Summary Sheet (SSS) from a recent project. Discuss the appropriate use, coordination, and content of the SSS.
- b. Review and discuss the variety of written communications (e.g. memos for record, official letters, etc) chaplains may be required to write.

3) Review and analyze examples of the chaplain's previously produced written products (e.g. worship bulletin, newsletter, base newspaper article, or report).

4) Review and analyze well-written and poorly written articles.

5) Discuss effective and appropriate use of email.

6) Have the chaplain write an article for the base newspaper. Review and discuss the article for content style. Submit it for publication.

## **PERSONAL:**

What resources are you using to enhance your writing skills?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #18**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“640K ought to be enough for anybody.”

Bill Gates (1981)

### **PROFESSIONAL:**

**Core area of focus:** Staff Development

**Subject:** Information Technology

**Bring to the session:** - Local Communication Squadron training schedule and resources on the availability of classes, tutorials and programs that provide Information Technology training  
- Internet access to the HQ USAF/HC website

- 1) Discuss the effective use of computers, the Internet, multi-media equipment and sound systems in the Chaplain Service.
- 2) Discuss how technology can be used to enhance ministry.
- 3) Assess the chaplain's current skill level in the operation of a computer, office software programs, internet, and sound systems. Determine what additional training is required.
- 4) Discuss the chaplain's familiarity with the HQ USAF Chaplain Service website.
- 5) Ask the unit computer monitor to brief on the appropriate and inappropriate use of government computer and government websites.
- 6) Consider having an audio-visual expert brief the chapel staff on the proper use of multi-media.

### **PERSONAL:**

How has technology enhances and/or impedes your personal relationships?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #19**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Ultimately, America’s answer to the intolerant man is diversity, the very diversity which our heritage of religious freedom has inspired.”  
Robert F. Kennedy

### **PROFESSIONAL:**

**Core area of focus:** Diversity

**Subject:** Pluralism, Tolerance and Religious Accommodation

**Bring to the session:** - DoD Directive 1300.17, Accommodation of Religious Practices Within the Military Services  
- AFI 36-2903, Dress and Personal Appearance of Air Force Personnel  
- AFJI 48-110, Immunization Waivers  
- Chief of the Chaplain Service’s letter on Prayer at Staff Meetings

1) Review and discuss DoD Directive 1300.17, Accommodation of Religious Practices Within the Military Services and AFI 36-2903, Dress and Personal Appearance of Air Force Personnel.

a. Discuss how religious apparel may or may not be worn while in uniform.

b. Discuss the criteria commander’s use to decide whether to allow the wear of religious apparel.

2) Review and discuss AFJI 48-110, Immunization Waivers and how to support an airman’s request for this waiver.

3) Define the meaning of pluralism. Discuss the challenges that are inherent in ministry in a pluralistic environment.

4) Differentiate between tolerance and accommodation. Cite examples of each.

5) Have the chaplain interview other chaplains on the staff discussing the major beliefs and practices of their faith groups. Consider the historical context of each faith group. Discuss theological similarities and differences. Discuss ministerial boundaries they may have.

6) Discuss the Chief of the Chaplain Service’s letter on public prayer. Discuss the various events and environments in which a chaplain may be asked to pray.

### **PERSONAL:**

Describe a time someone accommodated your need when it was different from their worldview.

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #20**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Now is the time to embrace the diversity we personify as our greatest strength and testimony to the great God we serve.”  
Chaplain, Major General Lorraine K. Potter

### **PROFESSIONAL:**

**Core area of focus:** Diversity

**Subject:** Diversity in the Chaplain Service

**Bring to the session:** Chief of the Chaplain Service’s letter on Diversity

- 1) The Air Force and the Chaplain Service is composed of diverse religious, ethnic, racial, gender and social groups.
  - a. Discuss the direction demographics are moving over the next five to ten years.
  - b. Discuss the need of the Air Force and Chaplain Service to reflect society’s changing demographics.
  - c. Discuss the statement, “Diversity is not simply about feeling good; it is about mission accomplishment.”
- 2) Discuss the strengths and the uncertainties concerning diversity issues.
- 3) List and discuss some of the structural challenges the Air Force and the Chaplain Service face in view of changing demographics; challenges that require structural reform to fulfill the mission and provide effective ministry.
- 4) Discuss the difference between compliance and diversity.
- 5) Discuss how to create a more inclusive ministry (e.g. outreach, worship, pastoral care, etc).
- 6) Examine what the following statement means: “Diversity is not one event; it is a process”.

### **PERSONAL:**

- 1) Describe past situations where your worldview was enlarged to include individuals from different identity groups.
- 2) Share personal stories or experiences where you learned the positive value of diversity.

***NEXT SESSION DATE and TIME:***

# **MENTORING SESSION #21**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Always be a first-rate version of yourself, instead of a second rate version of somebody else.”  
Judy Garland

## **PROFESSIONAL:**

**Core area of focus:** Diversity

**Subject:** Discrimination and Sexual Harassment

**Bring to the session:** - AFI 36-2706, Military Equal Opportunity and Treatment Program, Section F

- Chief of the Chaplain Service’s letter on Discrimination and Sexual Harassment

- 1) Review and discuss AFI 36-2706, Military Equal Opportunity and Treatment Program, Section F. Describe the function of and services offered by the Military Equal Opportunity office.
- 2) Review and discuss the Chief of the Chaplain Service’s letter on discrimination and sexual harassment. Discuss the Chief of the Chaplain Service statement, “As persons called to ministry, we must go beyond the letter of the law and vigorously uphold the spirit of fairness, justice and equity in our Chaplain Service.”
- 3) Discuss how to create a work environment responsive to the needs of a more diverse chapel staff.
- 4) Identify and define pitfalls to diversity (e.g. mirror imaging, stereotyping, biases, overt or covert discrimination, and prejudice) and discuss actions that build community.
- 5) Ask the MEO office to provide a base climate assessment briefing.

## **PERSONAL:**

Describe situations you’ve witnessed or experienced where discrimination or sexual harassment was efficiently addressed or went unchallenged.

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #22**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“We find comfort among those who agree with us – growth among those who don’t.”

Frank A. Clark

### **PROFESSIONAL:**

**Core area of focus:** Diversity

**Subject:** Conflict Resolution

**Bring to the session:** - “Causes of Conflict” article

- A personal experience of conflict that occurred at a different location

- 1) Discuss whether conflict is normal or not?
- 2) Describe individual emotions/feelings when conflict occurs? Share personal styles of handling conflict.
- 3) Discuss ways in which conflict can enhance working relationships or productivity?
- 4) Review and discuss the “Causes Of Conflict” article. Consider the following questions:
  - a. Use the written description of a past conflict and the “Causes of Conflict” article to analyze the primary cause of the described conflict?
  - b. What intervention strategies were used? Were they effective?
  - c. What other strategies could have been used to improve the situation?
  - d. What new insights have you gained about the causes of conflict?
- 5) Review and discuss the written description of a past conflict. Consider the following questions:
  - a. Did the outcome of this conflict honor God?
  - b. What criteria did you use to decide whether the result honored God?
- 6) Discuss appropriate Air Force and local community resources available for assistance in conflict management.
- 7) Review accepted methods of handling conflict in the Air Force.

### **PERSONAL:**

- 1) How have I successfully managed conflict in the past?
- 2) Do I have behaviors that resolve or contribute to conflict?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #23**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Every team requires unity. A team has to move as one unit, one force, with each person understanding and assisting the roles of his teammates.” Jack Kemp

### **PROFESSIONAL:**

**Core area of focus:** Diversity  
**Subject:** Team Building  
**Bring to the session:** Roster of the chapel staff

- 1) Discuss the difference between being a team player verses a lone range.
- 2) Discuss the characteristics of a high-performance team. (e.g. common mission, well defined roles, collaborative process, healthy leadership and relationships, effective communication, etc).
- 3) Describe how to develop a cooperative spirit in accomplishing special projects? (i.e. National Prayer Luncheon, community events, etc)
- 4) Describe the importance of equitable workloads for staff members without overwhelming one or two members on a staff.
- 5) Discuss team-building activities. What activities are the most effective? How often should team-building activities be held?
- 6) Consider planning a team-building offsite.

### **PERSONAL:**

- 1) When was the last time I helped a co-worker? What was the individual's reaction?
- 2) What team player strengths do I bring to group situations?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #24**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Action springs not from thought, but from a readiness for responsibility.”

Dietrich Bonhoeffer

### **PROFESSIONAL:**

**Core area of focus:** Readiness

**Subject:** Readiness in the Chaplain Service

**Bring to the session:** - AFI 52-104, Chaplain Service Readiness (**Draft version**)

(NOTE: Check AFPUBS for release of final version.)

1) Share some deployment experiences and lessons learned during pre-deployment, deployment, employment, and redeployment.

2) Discuss the statement, “The Air Force is an air and space expeditionary force” and its relationship to ministry. Discuss current operations/contingencies and the importance of being ready to deploy.

3) Discuss how deployed ministry is different than home base ministry.

- a. Identify and discuss unit type codes (UTCs).
- b. Discuss and understand the role of the Readiness Functional Area Manager at the wing level.
- c. Identify and discuss Phase I, II, and III of readiness training.

4) Review and discuss AFI 52-104, Chaplain Service Readiness.

### **PERSONAL:**

1) Have you discussed the real and potential ramifications of deployment with your family and friends?

2) How have you prepared spiritually, physically, professionally, financially, etc. for deployment?

***NEXT SESSION DATE and TIME:***



## **MENTORING SESSION #25**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Let every nation know... that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and success of liberty.”

John F. Kennedy

### **PROFESSIONAL:**

**Core area of focus:** Readiness

**Subject:** Joint Ministry in a Deployed Setting

**Bring to the session:** JP 1-05, Religious Ministry Support to Joint Operations

1) Review and discuss JP 1-05.

- a. Review and discuss the joint force chain of command and joint force staff organization.
- b. Discuss the variety of Military Operations Other Than War (MOOTW) and the unique ministry required by each contingency.
- c. Discuss the role of a chaplain in joint and multi-national operations.
- d. Discuss the role of the chaplain as a liaison with non-governmental organizations while supporting humanitarian operations.

2) More and more, the Air Force is finding itself working right beside other branches of the armed services in deployed settings. Share personnel deployments experiences.

3) Become familiar with rank insignias from other branches of service.

4) Discuss differences between the branches of service (e.g. ministry, authority style, field training, accustomed living conditions, etc). Discuss attitudes necessary for successful ministry with other services.

5) Discuss lessons learned from ministry in joint operations/contingencies (e.g. DESERT STORM; JOINT GUARDIAN, Kosovo peacekeeping; GTMO, Haitian Refugees, etc).

### **PERSONAL:**

How can your differences with others become strengths in the relationship?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #26**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

Aerospace Expeditionary Force (AEF): The Air Force vision to organize, train, equip and sustain itself to provide rapid, responsive, tailored air and space forces for 21<sup>st</sup> Century military operations.  
Pentagon (AF/XOPE)

### **PROFESSIONAL:**

**Core area of focus:** Readiness

**Subject:** The concept of the Air and Space Expeditionary Force (AEF)

**Bring to the session:** - Internet access to the AEF Center Web Site <http://www.xo.hq.af.mil/eaf>  
- AEF Time-Phased Force and Deployment Data (TPFDD) available on AEF Center Web Site or AEF library from MAJCOM HC

- 1) Access, review and discuss information in the AEF Center Web Site.
- 2) Explain why the AEF concept was created (e.g. measuring and communicating available resources to Congress; predictability and stability for airmen, etc).
- 3) Explain how the AEF is structured (e.g. 10 AEFs, 15-month cycles, residual assets, etc).
- 4) Discuss AEF challenges and rules of engagement for contingencies and war.
- 5) Identify the rules of engagement MAJCOM HC Readiness Functional Area Managers (FAMs) use to determine deployments. Identify and discuss valid justifications for RECLAMAs.
- 6) Identify where the local base and unit fits into the overall concept (i.e. dates, area of operations, unit type codes (UTCs), etc). Use the AEF TPFDD to discuss this.
- 7) Identify and discuss ministerial ideas for “low density/high demand” critical AFSCs.

### **PERSONAL:**

How do personal schedules help or impede your life goals?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #27**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“The Air National Guard and the United States Air Force Reserve provide first-line backup for the Air Force in the event of war, national emergency or disaster.”

Individual Reserve Guide

### **PROFESSIONAL:**

**Core area of focus:** Readiness

**Subject:** The Concept of Total Force

**Bring to the session:** - Internet access to HQ USAF HC website: link to  
Air Reserve Personnel Center (ARPC), Air Force Reserve  
Command (AFRC) and National Guard Bureau (NGB)

- 1) Explain the concept of Total Force.
- 2) Discuss the possibility that active duty Chaplain Service personnel may be working beside or under Reservists or Air National Guard personnel during deployments.
  - a. Identify strengths that Reservists and Air National Guard personnel bring to the team.
  - b. Discuss appropriate attitudes necessary for success, potential challenges and ways to surmount these.
- 3) Access, review and discuss information in the ARPC, AFRC and NGB websites.
- 4) Explain the differences between the Category A Reservists, Category B Reservists and the Air National Guard.
- 5) Ask the base Reserve Affairs POC to brief the chapel staff on Total Force.
- 6) Ask an attached Reservist to brief the chapel staff on Reservist issues (e.g. man-days, promotions, supervision, etc.).
- 7) Discuss effective ways to supervise a Reservist.
- 8) Consider the possible use of Civil Air Patrol chaplains for military funerals.

### **PERSONAL:**

Describe a time when someone entered your life for a brief period. Discuss the impact they had on your life (e.g. provided fresh insights, caused stress, boosted morale, etc.).

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #28**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“When you arrive at the fork in the road, take it.”

Yogi Berra

### **PROFESSIONAL:**

**Core area of focus:** Readiness

**Subject:** Chapel Contingency Support Plan

**Bring to the session:** - Current Local Chapel Contingency Plan  
- AFMAN 10-401 Volume 1, Chapter 28, Chaplain Planning  
- AFI 52-104, Attachment 3, Contingency Support Plan

1) Review and discuss the various types of Chaplain Service planning in AFMAN 10-401, Volume 1, Chapter 28, Chaplain Planning.

2) Schedule an appointment to review the Base Support Plan, base deployment plans, and War Mobility Plan, Annex X.

- a. Identify and discuss the local base's inclusion in plans for potential contingencies. Be as specific as possible (e.g. location, environmental conditions, local culture, response time, necessary preparations, etc).
- b. Identify the needs that will arise requiring specific ministries. Discuss a potential ministry plan of action.

3) Review the “Doing Global Ministry” needs assessment process for determining ministerial capabilities and priorities. Discuss the appropriate use and training of laity, Reservists and other base helping agencies.

4) Review and discuss the difference between an effective and ineffective Chapel Contingency Support Plan. Evaluate the current plan.

- a. Identify the chaplain's current responsibilities and discuss whether specific duties will be maintained or downsized in the event of deployment.
- b. Identify who will take over the chaplain's duties.
- c. Include analysis in the Chapel Contingency Support Plan.

5) Consider putting the chaplain in charge of the entire chapel program on the weekend each year that the Chapel Contingency Support Plan is exercised.

### **PERSONAL:**

What process did your family use in making critical decisions? How has this shaped your leadership style?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #29**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“A professional Chaplain Service, building upon its rich diversity by shared experiences, mentorship, and training, to promote a vibrant, spiritually healthy Air Force community.”  
Global Ministry Vision Statement

### **PROFESSIONAL:**

**Core area of focus:** Readiness  
**Subject:** The Chaplain Service Deployment  
**Bring to the session:** Access to the HQ USAF HC website

- 1) Discuss the current operations tempo and deployment needs of the Air Force.
- 2) Emphasize the various phases of pre-deployment, deployment, employment and redeployment.
- 3) Discuss the importance of advanced planning (e.g. contacting Civil Engineering, Communications Squadron, etc) for bare-base deployments.
- 4) Discuss the typical list of supplies chaplains need when deploying. Consider any “special” supplies a chaplain needs when deploying (e.g. Bible studies, worship music, a bucket for washing clothes, etc.) and the need to have them ready.
- 5) Access the Chaplain Service website and review the various menu items on the Readiness page.
- 6) Visit the Family Support Center and have them brief you on the various programs available to families of deployed personnel.

### **PERSONAL:**

What are some of the benefits deployments bring to your personal and/or family life?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #30**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“All right, they’re on our left, they’re on our right, they’re in front of us, they’re behind us... they can’t get away this time.”  
Lieutenant General Lewis “Chesty” Puller

### **PROFESSIONAL:**

**Core area of focus:** Readiness

**Subject:** The Concept of “Survive and Operate” in a Hostile Setting

**Bring to the session:** - AFM 10-100, Airman’s Manual  
- Command-specific or base-specific guidelines on readiness/exercises/ surviving and operating

- 1) Discuss this statement, “If chaplains cannot survive, they cannot provide ministry. Chaplains and chaplain assistants must have reflexive survival skills.”
- 2) Review and discuss AFM 10-100, Airman’s Manual. Highlight the major concepts of this manual.
- 3) Describe current situations where chemical warfare training could be of value.
- 4) Describe situations during wartime, MOOTW, and peacetime where chaplains may have to use Self Aid/Buddy Care.
- 5) Discuss any command-specific or base-specific issues and/or guidelines.

### **PERSONAL:**

- 1) What do you perceive to be your greatest threats and concerns in a hostile environment?
- 2) Describe a time when preparation and practice ensured a positive result.

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #31**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Prepare your silken coat before it rains, and don’t wait until you are thirsty to dig a well.”  
Chinese Proverb

### **PROFESSIONAL:**

**Core area of focus:** Readiness

**Subject:** Phase 1 Deployment Exercises and Inspections

**Bring to the session:** Any local resources pertaining to Phase 1 exercises (e.g. handbooks, chapel instructions, mobility line notebook, recall rosters, schedules, mobility folder, etc.)

- 1) Review and discuss applicable base documents and instructions pertaining to Phase 1 deployment exercises.
- 2) Discuss the necessity for good personal pre-deployment preparation, to include ordering of supplies, training, equipment, mobility bags, family preparation, etc.
- 3) Review how “recalls” and mobility lines work at the base.
- 4) Review the chapel recall roster. Discuss the process of who is assigned unit type codes (UTCs) in the chapel.
- 5) Invite the unit deployment manager to brief the chapel staff on unit taskings and the mobility process.

### **PERSONAL:**

Describe a time when preparation benefited or stressed your family.

**NEXT SESSION DATE and TIME:**

## **MENTORING SESSION #32**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“The Air Force Chaplain Service, through a Global Ministry strategy, provides spiritual care and ethical leadership across a full spectrum of operations.”

Air Force Policy Directive 52-1

### **PROFESSIONAL:**

**Core area of focus:** Readiness

**Subject:** Phase II Employment Exercises and Inspections

**Bring to the session:** - Any local resources pertaining to Phase 2 (employment) exercises (handbooks, chapel instructions, schedules, Chapel Control Center log, Chapel Control Center documents, etc.)  
- MAJCOM HC website's readiness information

- 1) Discuss the concept of an Operational Readiness Inspection (ORI).
- 2) Review MAJCOM HC ORI expectations located on the MAJCOM HC website.
- 3) Review and discuss applicable base documents and instructions pertaining to Phase II exercises and Operational Readiness Inspections (ORIs).
- 4) Discuss the preparation that is necessary for a Phase II employment exercise.
- 5) Discuss operational concerns for conducting worship services in the field. Include how services need to be provided for all faith groups; can include deployed civilians, refugees and even POWs.

### **PERSONAL:**

Describe a time you were operating on little or no sleep while trying to serve others.

**NEXT SESSION DATE and TIME:**



## **MENTORING SESSION #33**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Adversity draws men together and produces beauty and harmony in life’s relationships.”  
Soren Kierkegaard

### **PROFESSIONAL:**

**Core area of focus:** Readiness

**Subject:** Base Disaster Control Group (DCG)

**Bring to the session:** - Chapel DCG kit  
- Any local DGC documents and resources (e.g. base instructions, chapel instructions, HAZMAT information, etc.)

- 1) Discuss the function of the DCG.
- 2) Review and discuss applicable DCG documents, resources and local training requirements.
- 3) Review the standard operating procedures when the DCG is recalled. Include discussion on the setup and operation of the Chapel Control Center.
- 4) Discuss the contents of the chapel DCG kit.
- 5) Explain DCG operations (e.g. establishing a disaster cordon, pinpointing entry control point on a gridmap, entry control points, Survival Recovery Center (SRC)).
- 6) Demonstrate communication equipment and procedures.
  - a. Review security protocols governing communications.
  - b. Review typical information passed to the Chapel Control Center.
- 7) Discuss various scenarios you have encountered.

### **PERSONAL:**

Describe a time when communication dramatically affected an outcome in your life.

**NEXT SESSION DATE and TIME:**

## **MENTORING SESSION #34**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“You can observe a lot just by watching.”

Yogi Berra

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** The Ministry of Presence

**Bring to the session:** - “Ministry of Presence or Purpose?” video  
- Chaplain flyer and chapel advertisement currently posted in the units

- 1) Analyze the key issues raised in the video, “Ministry of Presence or Purpose”.
- 2) Discuss what it means to be a visible reminder of the Holy.
- 3) Discuss what ministry of presence means to commanders.
- 4) Analyze what percentage of time should be spent in unit visitation.
- 5) Discuss how to become more available and accessible to the units.
- 6) Evaluate the unique operational environments of various units.
- 7) Discuss the First Sergeant’s roles and responsibilities in the unit.
- 8) Discuss effective and creative possibilities for unit ministry.
- 9) Discuss ways in which a chaplain assistant can support unit ministry.
- 10) Evaluate and discuss chaplain flyers and chapel advertisements currently posted in the units.
- 11) Discuss how important is it to be involved in the life of the base (e.g. auxiliary taskings, intramural sports, youth activities, base events, community events, etc.)?

### **PERSONAL:**

What behaviors in others remind you of the Holy?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #35**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Building a responsive, agile Chaplain Service that provides world-class ministry will require world-class communicating.”  
Air Force Chaplain Service Strategic Plan

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Ministry tools provided by HQ USAF HC website and CSI

**Bring to the session:** Access to the HQ USAF HC website

- 1) Access the Chaplain Service website. Spend some time exploring the site, explaining how the information and links will assist in developing relevant ministries.
- 2) Discuss the role of the Resource Division of CSI. Identify resources that would be of value and notify the Resource Division.
- 3) Identify local best practices, ideas, and resources that would be of value to the entire Chaplain Service.

### **PERSONAL:**

Describe a situation in which you were frustrated because of lack of resources. What adjustments did you make to ensure success? Where you successful?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #36**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Our God is an awesome God.”

### **PROFESSIONAL:**

**Core area of focus:** Ministry  
**Subject:** Worship Observances  
**Bring to the session:** - Local chapel schedule

- 1) Review the chaplain’s responsibility for providing for the free exercise of religion.
- 2) Review the chapel’s worship and programming schedules. Discuss the process that established the schedules (e.g. availability of facilities, size of congregations, logistical issues, etc.)
- 3) Discuss appropriate circumstances, settings, and times to conduct interfaith and ecumenical observances.
- 4) Discuss a chaplain’s responsibilities when overseeing a worship observance that is different from the chaplain’s. Review requirements for lay denominational leadership when a chaplain endorsed by the faith group is not available to lead the service.
- 5) Review the non-appropriated budget line items for the faith groups and the processes to create a budget.
- 6) Explore strategies for chaplain assistants who want to worship at chapel on their weekend off without feeling as though they’re “on duty” (e.g. laity approaching them for assistance, etc.).

### **PERSONAL:**

What was your most meaningful worship observance as a participant? As a leader?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #37**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“I feel that the greatest reward for doing is the opportunity to do more.” Dr. Jonas Salk

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Working with Chapel Volunteers

**Bring to the session:** Any pertinent local resources pertaining to chapel volunteers

1) Describe the role volunteers play in accomplishing the Chaplain Service mission, to include the following, but not limited to:

- a. Common duties of volunteers: ushers, greeters, RE teachers, lectors, Lay Eucharistic Ministers, chapel office helpers, Bible study leaders, youth and children workers.
- b. Uncommon duties of volunteers: musicians, choir directors, RE coordinators

2) Explore ways to identify volunteers (e.g. personal contact, surveys, nominating committees, spiritual gift inventories and bulletin insert queries, etc.).

3) Review the chapel volunteer training and management program (e.g. job descriptions, skills development, access to necessary resources, etc.).

4) Discuss the roles retirees typically fulfill in the life of the chapel community.

5) Discuss effective ways of honoring volunteers in the chapel community.

6) Discuss the role of the Family Support Center in training volunteers and its recognition program.

### **PERSONAL:**

What base level and community activities would interest you as a volunteer?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #38**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Chaplain Supervisors should avoid entering into confidential communications with subordinates on their staff. When confidential communication is desired, staff members are encouraged to exercise such privileged communication with a chaplain outside their chain of command.”

AFI 52-101, 4.1.3

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Privileged Communication and Legal Issues Surrounding It

**Bring to the session:** - AFI 52-101, Section 4.1, Privileged Communication

1) Review and discuss AFI 52-101, Section 4.1, Privileged.

- a. Emphasize that privileged communication belongs to the counselee, not the chaplain.
- b. Discuss what happens if a chaplain breaks the privilege (e.g. personal integrity, legal issues, Chaplain Service credibility issues, etc.).
- c. Discuss how state laws vary in regards to privileged communication in cases such as child abuse.
- d. Discuss how to respond to if called to testify in a court case (e.g. consult JAG and MAJCOM/HC).
- e. Discuss the fact that subordinates do not have confidentiality in a supervisor-subordinate relationship.

2) Discuss the chaplain’s endorsing agent’s expectations and personal approaches.

3) Consider having a JAG officer attend a staff meeting to discuss this issue from a legal point of view.

### **PERSONAL:**

What are your personal concerns in maintaining privileged communication?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #39**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“We need to learn to set our course by the stars, not by the light of every passing ship.”  
General Omar Bradley

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Non-Crisis Pastoral Counseling

**Bring to the session:** - Any pertinent local resources on counseling  
- Access to the HQ USAF HC website

- 1) Review the chaplain's training and experiences with pastoral counseling.
- 2) Discuss the difference between being a spiritual advisor and a therapist.
- 3) Describe counseling situations that typically require referral.
- 4) Discuss appropriate and inappropriate communications with colleagues.
- 5) Discuss the value of keeping adequate records for generic reporting and the importance of storing records in a secure and confidential location.
- 6) Discuss counseling hours – especially evening hours – and the importance of having co-workers in the facility when counseling, etc.
- 7) Access the Chaplain Service website under Resources/Pastoral Care Links/Counseling and discuss the resources there for counseling ministry.

### **PERSONAL:**

Explore some local area training and resources to improve your relational skills. List what the resources are.

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #40**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“When written in Chinese the word ‘crisis’ is composed of two characters. One represents danger and the other represents opportunity.”  
John F. Kennedy

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Crisis Counseling

**Bring to the session:** - List of duty chaplain responsibilities  
- List of local counseling referral resources and phone numbers

- 1) Share some personal experiences you have been confronted with in crisis counseling situations.
- 2) Discuss the chaplain’s previous crisis counseling training and experiences.
- 3) Create an imaginary crisis situation and discuss how the chaplain ought to respond (e.g. rape, unexpected deaths, etc.).
- 4) Discuss the various referral sources that are available on your base and in your community, both secular and spiritual.
- 5) Review the duty chaplain responsibilities.

### **PERSONAL:**

- 1) What steps do you have in place to take care of yourself, the caregiver?
- 2) How will you process the memories of a crisis?

***NEXT SESSION DATE and TIME:***



## **MENTORING SESSION #41**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Life is no brief candle to me. It is a sort of splendid torch which I have a hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.”  
George Bernard Shaw

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Suicide Prevention

**Bring to the session:** - Access to the HQ USAF HC website

- 1) Discuss the chaplain's training and experiences in suicide prevention.
- 2) Review Chaplain Service website resources on suicide prevention in the Resource/Pastoral Care/Suicide Prevention section and ASIST materials.
- 3) Discuss appropriate and inappropriate responses to threats, attempts of suicide, and suicides.
- 4) Schedule suicide prevention training for the staff with the Life Skills office.

### **PERSONAL:**

What is your spiritual understanding of suicide?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #42**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Next week there can’t be any crisis. My schedule is already full.” Henry Kissinger

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Critical Incident Stress Management (CISM)

**Bring to the session:** - Documents or training tools related to CISM  
- Access the HQ USAF HC website

- 1) Share stories and experiences where CISM skills were effectively used. Discuss the value of CISM.
- 2) Review characteristic signs of traumatizing stress: confusion in thinking, difficulty making decisions, lowered concentration, loss of memory, anger, grief, depression, feeling overwhelmed, physical symptoms, changes in behavior, spiritual negativity, etc.
- 3) Review and discuss the stages of CISM.
- 4) Access the HQ USAF HC website and review the CISM materials found on the Resources/Pastoral Care/Pastoral Care Links/Trauma.

### **PERSONAL:**

Describe a time when you were involved in a critical incident. How did you handle the emotional, physical, and spiritual impact on your life?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #43**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“They that sow in tears shall reap in joy.”

Psalms 126:5

### **PROFESSIONAL:**

**Core area of focus:** Ministry  
**Subject:** Casualty Notification  
**Bring to the session:**

- 1) Share some of your personal stories and experiences in casualty notification.
- 2) Review the composition and responsibilities of the notification team. Discuss the responsibilities of the chaplain (e.g. advising commanders and 1<sup>st</sup> Sergeants when needed, wear service dress uniform, periodic follow up pastoral care, arranging religious services, etc.).
- 3) Emphasize how this responsibility may surface at any time, and can result in taking you into all kinds of places and situations.
- 4) Analyze the reasons why the commander and not the chaplain notifies the family member.
- 5) Schedule a staff briefing by Personnel Affairs office on their support to the bereaved family members.

### **PERSONAL:**

How would you like your family to be notified of your death? And by whom?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #44**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“That all chaplains in the military service of the United States shall hold appropriate religious services at the burial of soldiers who die in the command to which they are assigned to duty...”  
Federal Statue of April 9, 1864

### **PROFESSIONAL:**

**Core area of focus:** Ministry  
**Subject:** Military Funerals  
**Bring to the session:** - Chaplain’s Handbook for Military Funerals  
- Sample memorial bulletins

- 1) Review and discuss the Chaplain’s Handbook for Military Funerals.
- 2) Review sample memorial bulletins. Discuss the chaplain’s preferred order of service.
- 3) Discuss the roles veteran and civic groups may contribute to the service (e.g. the Disabled American Veterans, the Veterans of Foreign Wars, the Masons, etc.).
- 4) Discuss appropriate pastoral care for the family and unit.
- 5) Schedule staff training with the NCOIC of the Honor Guard on military honors and protocols. Discuss how the chaplain can support the Honor Guard members.

### **PERSONAL:**

- 1) What would you like your friends and critics to say about you after your death?
- 2) Describe how you want your family to honor you after your death?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #45**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Who dares to teach must never cease to learn.”      Motto of Kean College, New Jersey

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Religious Education (RE)

**Bring to the session:** - RE calendar and budget  
- Statement of Work for the RE Coordinator  
- Selection criteria for RE materials  
- DoDI 1402.5 covering background checks

- 1) Discuss the purpose and importance of needs based RE programming for the Chaplain Service.
- 2) Review the current RE programs. Explore areas of improvement.
- 3) Analyze and discuss the Statement of Work for the RE Coordinator.
- 4) Discuss appropriate strategies for supervising the RE Coordinator.
- 5) Discuss DoDI 1402.5. Review procedures for initiating background checks for RE personnel (e.g. teachers, aides, coordinators, etc.).
- 6) Review the RE budget.
- 7) Discuss the process and guidelines of selecting RE materials.
- 8) Discuss the use of your base RE facility by chapel and non-chapel groups.

### **PERSONAL:**

What steps are you taking to integrate continued education into the practical living of your life?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #46**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“We thought we were running away from the grownups, and now we are the grownups.”  
Margaret Atwood

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Single Adult Ministry

**Bring to the session:** - Single Adult budget  
- Access to the HQ USAF HC website.

- 1) Explore some of the issues singles face while serving in the Air Force.
- 2) Discuss the importance of intentional and comprehensive single adult ministry programs.
- 3) Review and discuss the current programs being offered. List local factors that enhance or constrain single adult ministry.
- 4) Access and discuss the resources available on the HQ USAF HC website under the heading Resources/Singles/Singles Ministry Resource.
- 5) Review local training and resources that are available to help the chaplain understand other generational viewpoints.
- 6) Review the chaplain's training and experiences in pre-marital counseling. Discuss the chaplain's endorsing agent's expectations regarding pre-marital counseling.

### **PERSONAL:**

Which generation best characterizes your worldview?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #47**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“As the family goes, so goes the nation and so goes the whole world in which we live.”  
Pope John Paul II

### **PROFESSIONAL:**

**Core area of focus:** Ministry  
**Subject:** Marriage and Family Ministry  
**Bring to the session:** Access to the HQ USAF HC website

- 1) Discuss the blessings and unique stresses life in the Air Force places on marriages and families.
- 2) Discuss the training and experience of the chaplain in marriage and family ministry.
- 3) Review the current marriage and family programs. Analyze the local factors that enhance or constrain these programs.
- 4) Discuss marriage and family ministry training opportunities.
- 5) Access the HQ USAF HC website and discuss the resources available under the heading of Resources/Pastoral Care/Marriage and Family.

### **PERSONAL:**

Who was a role model for your family system? How can you be a role model?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #48**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings.”  
Hodding Carter

### **PROFESSIONAL:**

**Core area of focus:** Ministry

**Subject:** Youth Ministry

**Bring to the session:** - Local youth ministry schedule and budget  
- Access to HQ USAF HC website

- 1) Discuss the experience and interest the chaplain has in youth ministry.
- 2) Identify the skills and characteristics needed in a youth leader.
- 3) Discuss the importance of and process for obtaining local background checks for youth leaders and assistants.
- 4) Review the local youth ministry program and identify the appropriate balance between spiritual formation (e.g. teaching, retreats, etc.) and social/recreation activities.
- 5) Discuss funding of youth ministry, including fund-raising activities.
- 6) Access the HQ USAF HC website and review youth ministry information.

### **PERSONAL:**

Who influenced you spiritually during your youth? How do you see yourself influencing youths?

***NEXT SESSION DATE and TIME:***



## **MENTORING SESSION #49**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“There are incalculable resources in the human spirit, once it has been set free.”

Hubert H. Humphrey

### **PROFESSIONAL:**

**Core area of focus:** Resource Management

**Subject:** Funding Sources for Chaplain Ministry

**Bring to the session:** - Non-Appropriated Fund Budget

- AFI 65-601 Volume 1, Section 4M, Chapel and Chaplain Programs.

- AFI 52-103, Chaplain Service Resourcing (Check AFPUBS for release)

1) Identify the training and experience the chaplain has had in accounting, bookkeeping, budget planning and/or serving as a faith group budget advisor, formally known as fund custodian.

2) Review AFI 52-103, Chaplain Service Resourcing instructions pertaining to the non-appropriated fund.

a. Discuss the responsibilities of the accounting technician, wing chaplain, NCOIC, lay project officers, and the faith group advisor.

b. Discuss the auditing process of the fund.

3) Review and discuss the non-appropriated fund budget.

a. Review local operating instructions pertaining to these funds.

b. Explain the source of these funds (e.g. offerings and donations).

c. Discuss the reviewing process of the fund. Explain the various reports (e.g. balance sheets, property inventory, and profit and loss statement).

### **PERSONAL:**

What steps have you taken to plan for your financial security?

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #50**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“Wealth is like a viper, which is harmless if a man knows how to take hold of it; but if he does not, it will twine around his hand and bite him.”  
St. Clement

### **PROFESSIONAL:**

**Core area of focus:** Resource Management

**Subject:** The Chaplain Fund

**Bring to the session:** -- AFI 52-103, Chaplain Service Resourcing (Check AFPUBS for release)  
- Appropriated Fund Budget

1) Review and discuss AFI 52-103, Chaplain Service Resourcing instructions pertaining to the appropriated fund.

- a. Explain the source of this funding, as well as the line items and different accounting identification codes.
- b. Discuss the role of the wing chaplain and NCOIC in the management of the appropriated fund.
- c. Discuss the difference between direct mission and non-mission requirements.

2) Schedule a meeting for the unit Resource Advisor to brief the chapel staff on appropriated funds.

- a. Discuss the role of the Cost Center Manager and Resource Advisor.
- b. Review and discuss the budget calendar and the major milestones for each Fiscal Year (FY).

3) Discuss the wing commander's role in the process of obtaining additional funds.

4) Discuss how to obtain additional funds from HQ USAF HC, MAJCOM HC, Services Squadron, etc.

### **PERSONAL:**

What are the strengths and weaknesses of your financial plan?

***NEXT SESSION DATE and TIME:***

# **MENTORING SESSION #51**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“A verbal contract isn’t worth the paper it’s written on.”

Samuel Goldwyn

## **PROFESSIONAL:**

**Core area of focus:** Resource Management

**Subject:** Use of Contracts and Contractors

**Bring to the session:** - Contract of Chapel Contractors (e.g. Religious Education coordinators, choir directors, musicians, Auxiliary Priest, etc.).  
- AFI 52-103, Chaplain Service Resourcing (Check AFPUBS for release)  
- Local Chaplain Fund Operating Instructions

1) Discuss and review key elements of current chapel contracts. (e.g. description of services, invoice procedures, etc.).

2) Discuss your own experience with chapel contracts and items you wished you knew about the contracting process.

3) Review and discuss the procedures in awarding contracts. Discussion can include but is not limited to:

- a. Key elements in writing an effective statement of work. Review current contracts and discuss effective and ineffective statements.
- b. Process of receiving bids for a contract, opening bids and awarding of contracts.
- c. Process for renewing contracts (e.g. timelines, budget submissions, adjustments, etc)

4) Schedule a meeting with the base-contracting office and legal office to give an overview of guidelines and requirements for establishing chapel contracts.

## **PERSONAL:**

Describe some of the contracts you’ve entered into in your life and the decisions surrounding them.

***NEXT SESSION DATE and TIME:***

## **MENTORING SESSION #52**

Name of Protégé \_\_\_\_\_  
Name of Mentor \_\_\_\_\_  
Date of Session \_\_\_\_\_

“That’s right. ‘Taint yours, and ‘taint mine’.”

Mark Twain

### **PROFESSIONAL:**

**Core area of focus:** Resource Management

**Subject:** Government Purchasing Card (GPC) and Unfunded Requests

**Bring to the session:** - Samples of Unfunded Requests  
- Local Chaplain Fund Operating Instruction

1) Review and discuss local Chaplain Fund Operating Instructions pertaining to the use of the Government Purchasing Card.

- a. Differentiate between the appropriated and non-appropriated fund GPC.
- b. Discuss roles and responsibilities of the faith group advisor and the accounting technician in the accountability of the GPC.
- c. Discuss appropriate and inappropriate the use of the GPC pertaining to purchasing limits and type of items being purchased.
- d. Review the process of issuing and distributing GPCs.

2) Discuss the importance of early planning and submission of unfunded requirements.

- a. Review proper guidelines for effective justification.
- b. Identify appropriate and inappropriate unfunded requests.

### **PERSONAL:**

What is the role of trust in a fiduciary relationship?

### **NEXT SESSION DATE and TIME:**